DOCUMENT RESUME

ED 046 306 24 FL 002 099

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TITLE Music as an Aid to Teaching German in the Elementary Schools. Final Report.
INSTITUTION McPherson Coll., Kans.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-9-F-058
PUB DATE 17 Dec 70
GRANT OEG-6-9-009058-0071-509
NOTE 66p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Elementary Education, *Fles, Fles Materials, *Fles Programs, *German, Grade 3, Language Development, *Language Instruction, Language Research, Language Rhythm, Language Tests, Language Usage, Linguistic Performance, Methods Research, Modern Languages, *Music, Second Language Learning, Vocal Music

ABSTRACT

This study investigates the influence of rhyme, rhythm, and melody of songs and poems on third grade students of German. Basic objectives examined in this report consider: (1) the practicability of songs with simple vocabulary, structure, and music to use as the core of materials to teach German; (2) problems in the development of linguistic materials to be used for conversation, reading, and writing; (3) whether the principles of Kodaly can be used to teach FLES more effectively; (4) project materials in comparison with other FLES materials used in the classroom; and (5) through testing, the influence of reading and writing on the pronunciation of those in the experimental class as compared to those in the control class in which reading and writing were not introduced. This report discusses experimental methods and materials used, testing results, and conclusions and recommendations. Appendixes contain data from test results, sample tests, and representative classroom materials. A bibliography is included. (RL)

ED046306

Final Report

Project No. 9-F-058

Grant No. OEG-6-9-009058-0071 (509)

Music as an Aid to Teaching German in the Elementary Schools

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December 17, 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

FL 002 099

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Summary

German FLES through Rhyme, Rhythm and Melody

The investigation sought to establish whether elementary pupils in the third grade would learn German more readily if rhyme, rhythm and melody of songs and poems were used as the vehicle for learning. The songs and poems were also to provide the basic linguistic materials for further drilling. For the study we made four assumptions and set ourselves five objectives. Each objective is stated below with a brief summary of the results or discussion of the assumption according to the observations made.

Objectives

(1) To determine the practicibility of selecting songs and poems to supply simple vocabulary and structure to use as the core of materials to teach German to elementary pupils.

This selection is possible although some songs needed to be written and some poems were expanded with additional verses.

(2) To develop from these songs or poems linguistic materials to be used for conversation, reading and writing.

The songs and poems provided adequate linguistic materials.

(3) To establish whether the principles of Kodaly using simple instruments and actions can be used to teach FLES more effectively.

The classroom situation did not allow the use of instruments but the principle of using rhythm, melody and actions has proved to be a definite aid to elementary language learning.

(4) To compare these materials with other FLES materials in the classroom.

The comparison shows that rhyme, rhythm and melody speed up the process of memorization and establish better pronunciation.

(5) To test the influence of reading and writing on the pronunciation of those in the experimental class as compared to those in the control class in which reading and writing were not introduced.

The test period was too short to give definite proof, however, this testing indicates that reading and writing did not interfere with the pronunciation in the experimental group.

Assumptions

(1) Linguistic materials learned in association with a song or poem will be retained longer than memorized sentences or dialogs.

The songs and poems were more readily memorized and more easily recalled than dialogs.

(2) A transition can be made from linguistic materials learned through songs and poetry to actual conversation, reading and writing.

Although very limited in structure and vocabulary, pupils are capable of making the transfer and saying short sentences and applying them to contexts outside the song.

(3) FLES materials can be designed to be integrated with other subjects, e.g., arithmetic and music.

During our research period, integration of arithmetic, music and some social studies was accomplished. The success of integration would depend greatly on the cooperative of the teachers involved.

(4) FLES materials can be made not only interesting but also fun for the elementary pupil.

We have no scientific evidence to prove this assumption but the enthusiasm has remained high and we have observed in many ways the sense of achievement felt by the pupils.

We conclude that the observations and the results warrant a large scale investigation with several schools and teachers involved. Control groups and experimental groups are needed, and the project should last at least two years to permit comparison of results after the fourth grade. We recommend investigation of peer group influence on language learning. It might be worthwhile to analyse the influence of a good "English" pronunciation on the ability to pronouce clearly in German. We recommend on the basis of our findings the development of a textbook, films to be used on educational television in which the presentation is made by German children, puppets and in natural situations filmed in German speaking countries. Perhaps such teaching materials could combine the successful techniques of the "Guten Tag" film series and National Educational Television's "Sesame Street".

Introduction

Returning from a year in Germany, we soon observed that the fluent German spoken by our children did not stay with them without effort, however, after three years they still remember songs and poems. Older friends have stated that although they remember little else from their childhood German or German class, they are able to recall songs learned as long as fifty years ago. This lead to the question, is it possible to use the vehicle of a song, in which rhyme, rhythm and melody aid in the process of memorization, as a basic device for teaching children a second language. Any FLES author encourages the use of songs and poems, still we found no materials which use the content of the song or poem exclusively for sentence material and vocabulary. The desire to develop such materials in order to answer this question, coupled with a conviction that no child should be denied the opportunity to learn the beginnings of a second language in the elementary school, encouraged us to undertake this research and to test the following assumptions:

(1) Linguistic materials learned in association with a song or poem will be retained longer than memorized sentences or dialogs.

(2) A transition can be made from linguistic materials learned through songs and poetry to actual conversation, reading and writing.

(3) FLES materials can be designed to be integrated with other subjects, e.g., arithmetic and music.

(4) FLES materials can be made not only interesting but also fun for the elementary pupil.

We set for ourselves five objectives:

(1) To determine the practicibility of selecting songs and rhymes which supply simple vocabulary and structure and are appropriate to use as the core of materials to teach German to elementary pupils.

(2) To develop from these songs or poems linguistic materials to be used for conversation, reading and writing in order to lead pupils to a "normal" usage of the German language.

(3) To establish whether the principles of Kodaly[1] using simple instruments and actions can be used to teach FLES more effectively.

(4) To compare these materials with other available FLES materials in the classroom situation.

(5) To test the influence of reading and writing on the pronunciation of those in the experimental class as compared to those in the control class in which reading and writing were not introduced.

After considerable searching, we located or wrote the songs and poems on which to base the daily lessons. These lessons were written and reworked as they were being taught for one semester in three third grade classrooms. After studying a variety of German FLES materials, we selected Beginning German in Grade Three by the Modern Language Association[2] for use with the control group.

Methods

(1) Preparation of materials

a. A simple beginning vocabulary is selected.

b. Songs and poems are selected or written in order to present this vocabulary. The prerequisite for selection is a simple language structure and content, simplicity of melody, content giving an honest picture of German language and culture at a level interesting to third grade children, e.g., songs sung by German children as they walk with lanterns.

c. The songs are also selected to introduce the vocabulary necessary for correlation with the third grade curriculum, e.g., arithmetic, music and celebrations such as Christmas.

d. Each song is printed with the music so that a child can learn to play the melody at home, if he so desires.

e. Picture song sheets are prepared for each song giving a portrayal of the meaning and indicating the melody.

f. A tape recording is made which is used to teach the song and to drill both the pronunciation and the melody.

g. Exercise sheets are prepared to further drill the material memorized and to introduce reading and writing.

h. Flannel board pictures and puppets are used to illustrate meaning and to elicite responses.

(2) Presentation in the classroom

a. Each lesson is presented orally and reinforced with the learning tapes. The song or poem is first presented as a whole before separate phrases are drilled by speaking and then as musical phrases. This drill is followed again by the complete song or poem.

b. Pronunciation difficulties are drilled in word segments or as isolated sounds.

c. Whenever possible, illustrative actions are learned with the song.

d. Each song or poem is thoroughly drilled orally before the pupils receive it in written form.

e. To eliminate boredom with further drilling, pupils are encouraged to color the song pictures while mimicking the voice on the tape.

f. Actions, flannel board figures and puppets are used to elicit the phrases apart from the song.

g. Writing exercises and simple stories are part of each lesson.

h. Lessons are designed to encourage pupils to infer meanings and discover structural patterns.

i. Pupils are encouraged to perform in front of the class as soon as they feel confident; the class is free to help the individual when he falters, thus keeping the learning process alive for all while an individual or small group receives special help.

(3) Description of experimental and control groups

We are currently teaching seven classes in the McPherson school system.[3] Two third grade classes were chosen for the experimental and control classes; from these classes eleven girls and eight boys were selected for each group. The selection was based on the scores on the Henmon-Nelson Mental Ability Test.[4]

The chart shows that the two groups are closely enough matched to provide satisfactory comparison. It should be noted that the test was not given in order to place the pupils or to predict their achievements. It was administered at the end of the period of testing in order to select those pupils from each group necessary to equalize the learning capabilities.

The two classes met daily for fifteen to twenty minutes each for twelve weeks and were taught by the chief investigator. The testing was done during the final three weeks. We tested for pronunciation and comprehension. The pronunciation tests were designed to test the pronunciation in regular talking and in singing. The comprehension tests measured the comprehension of simple spoken phrases. (see Appendix B)

The ease of memorization of dialogs was compared to the ease of memorization of songs and poems. The control group was taught five dialogs with songs and games as enrichment material. The experimental group was taught twelve songs and poems with dialogs and stories as reading materials. Neither of the classes had access to a language laboratory, and very little work was done on the German outside the regular twenty minute sessions.

The following chart makes it clear that the pupils chosen for this research are an average class including a wide range of abilities.

CHART 1

Boys	Henmon-Nelson	Girls	Henmon-Nelson
E	131	E	136
C	131	C	130
E	124	E	125
C	120	C	128
E	120	E	124
C	118	C	122
E	119	E	122
C	114	C	121
E	118	E	121
C	109	C	120
E	108	E	120
C	108	C	117
E	103	E	118
C	104	C	116
E	102	E	115
C	99	C	113
		E	115
		C	112
		E	95
		C	98
		E	92
		C	89

E = experimental C = control E average = 116 C average = 114

Results

The first of the five objectives, the selection of songs and poems which supply simple vocabulary and structure to use as the core of materials to teach German to elementary pupils did not prove to be as simple as anticipated. We found an endless supply of German songs and poems; we have not discovered a rich supply of German childrens' songs of the story-telling type that is so common in the United States. The first few lessons designed to present beginning vocabulary and structure presented the greatest problem. As the vocabulary builds, a much wider range of material is available for selection. We found it necessary to write a text for the first song and to add a second verse to the second selection. With these adaptations the first two songs provide the vocabulary necessary for active participation from the very beginning.

The second objective, to develop from these songs or poems linguistic materials to be used for conversation, reading and writing, has been very satisfactory. We have seldom found it necessary to introduce vocabulary that has not been previously memorized as song or poem. When structures are included in a song that are not desirable for further drilling, they are not included in the drills. There is a tendency for the pupils to memorize a song so thoroughly that they continue to use a poetic form of a word in conversation; with specific drilling this tendency is overcome.

The third objective has not been fully explored because of classroom limitations. We have not incorporated the musical instruments. The use of actions and rhythm enhance the teaching situation and aid in the process of memorization. A simple action learned as part of the song or poem often is enough to elicit the desired response from a pupil indicating that he is aware of the meaning.

The fourth objective was to compare these materials with other available FLES materials in the classroom situation. In order to select materials to be used in the control class, we studied the following FLES materials from which we chose Beginning German in Grade Three by the Modern Language Association for use with the control group. The other materials were not chosen for the following reasons:

Beginning German in Grade Three[5] has adequate exercises based on the dialogs and is designed to be taught without reading or writing. This allowed us to observe whether or not the reading and writing had a definite influence on pronunciation.

Deutsch für Kinder[6] introduces a great amount of material without adequate drills for use in the third grade. We felt that it also deals too much with grammatical explanations.

German for Children[7] includes much material with each lesson introduced by a song. Since the song is not incorporated into the lesson, we felt that too much vocabulary is introduced without adequate reinforcement in the remainder of the lesson.

Ina und Udo[8] is designed for children younger than the third grade.

Kinder lernen Deutsch[9] is a text prepared for children with some German background and assumes too much knowledge to be satisfactory as a text for non-German speaking children.

Komm, Lach und Lerne[10] is designed for beginning German in grades four and above. Her materials would lend themselves to third grade language study, however, much of the written materials is cultural information presented in English, and we preferred to use more time for language study during our research period.

Wir lernen Deutsch[11] presents only sentences for memorization; we felt that a better comparison could be made between the memorization of dialogs and songs than just between sentences and songs.

The fifth objective was to test the influence of reading and writing on the pronunciation of those in the experimental class as compared to those in the control class in which reading and writing were not introduced. FLES authors[12] have much encouraged the non-use of written materials in the elementary school on the assumption that the written symbols would lead to an interference caused by an association of the German writing with the pronunciation of English writing symbols. We observed, however, an interesting interference of an English sound in the learning of German pronunciation in the control class in which no written materials were introduced. The German drei was pronounced by several of the pupils with the [θ] of the English three. Some persisted all the way through the course although corrective practice and review drills were done regularly. No such problem arose in the experimental group where the pupils read and wrote drei after the oral drilling. On the whole pronunciation problems regularly encountered in elementary German such as difficulty with the German [R or r] vs the English [r]; the German [ü:] vs the German [ö] and the lack of muscular ênergy expended for the articulation of both vowels and consonants were the same in both groups.[13]

The four assumptions on which the research is based can be discussed as follows:

(1) Although a much longer and more extensive testing is required to prove definitely the assumption that linguistic materials learned through songs and poetry will be retained longer, we discovered that the pupils returned to the classroom after the three month summer vacation and were able to recall all the songs and poems learned during the Spring semester. We had expected to spend two weeks in review but in one week the pupils were back where they had left off in the Spring. During the twelve week period in which the experimental class and the control class were taught, twelve songs and poems were learned by the experimental class; in group response, these can all be recalled with the majority of the pupils capable of individually singing or reciting the songs or poems. In contrast the control group learned five dialogs of which only one could be recalled partially by the class. The control class could also recall the songs without hesitation. Both classes were able to drill and memorize a song for a Christmas program within a few days. We conclude that song and poem are better vehicles for memorizing basic German structures than are the dialogs.

(2) The transition from the song or poem material to actual use of the learned material is readily done by the pupils. The first song provides the opportunity for greeting. The second song makes it possible to give one's name in response to a question and introduces the first four pronouns. The third song introduces the alphabet so that written exercises can be conducted with the regular letter symbols and their German names and sound values. The fourth song teaches the numbers and makes it possible to work with arithmetic. (see Appendix C)

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(3) The third assumption that FLES materials can be designed to be integrated with other subjects is very important. The elementary curriculum often does not leave room for the teaching of a foreign language. If materials can be designed to reinforce other learning processes, they will be more acceptable to the elementary school teachers and administrators. In any school with a music teacher willing to cooperate, the songs can be used as part of the music instruction. As soon as the numbers are learned, an arithmetic lesson can be reinforced through drilling as part of the German instruction. Many other possibilities could be considered, e.g., action songs and games could be included as part of physical education, cultural information could be integrated with social studies, and art projects could be coordinated.

(4) The fourth assumption that materials can be developed that are not only interesting but also fun for the elementary pupil has been clearly demonstrated. The type of repetitive drill necessary for the memorization of a language tends to become unnecessarily boring. For this reason all FLES authors encourage the use of songs and games to maintain interest. The pupils in the control group learned songs with the same enthusiasm as those in the experimental group. Since the songs were not a coordinated part of the material and dialogs to be memorized, they serve the function of an extra activity. In the experimental class it is possible to sing the songs again and again for the pleasure of the pupils and at the same time achieve the much needed drilling. Recalling meaning can also be achieved through singing. If the meaning of a word in a new context does not come to the pupils, frequently singing the song where it originally occurred will help recall the meaning.

Results of the Testing

We tested for pronunciation and comprehension. (see Appendix B) The pronunciation tests were given for regular talking and for singing. The pronunciation in the song was consistently better than in regular oral production in both classes. This observation encourages us to state that the use of song material lays a good foundation for pronunciation which is one of the important goals in FLES teaching.[14] We tested for oral comprehension only. Our objective at this time was not to test reading comprehension in the experimental class, since no materials for reading were used in the control class.

As can be seen on the following chart, the testing shows no significant difference between the two classes in pronunciation or comprehension.

CHART 2

	Class	Pronunciation Spoken	Pronunciation Singing	Comprehension
Girls	E	86.2	97	85.5
Boys	E	73.6	95	63.8
Girls	C	78.4	98.5	64.8
Boys	C	66.9	86.8	68.8
Class	E	79.9	96	74.7
Class	C	72.7	92.6	66.8

100 per cent = native production of sounds

100 per cent = complete comprehension

Conclusions

Educators are concerned that each child be given the opportunity to achieve. Foreign language study has often been reserved for those with better than average ability. One of the most interesting observations about this research is the fact that those children with the lower scores on the mental aptitude test and the EMLAT[15] (see Appendix A) were able to memorize the songs with pronunciation comparable to those with the highest scores. Further development of this method of foreign language teaching in the elementary school may help us to come closer to the goal of "Every Kid a Winner"[16].

Although this research was limited in scope, we are encouraged with the results and plan further development of the materials. In studying the available German FLES materials, we learned that it would be worthwhile to add another selection of materials to the list. We are convinced that for FLES to be successful in schools, the materials have to be interesting and challenging for both pupil and teacher.

The results of the five objectives can be briefly stated as follows:

(1) Selection of songs with simple vocabulary, structure and music is possible, although some songs needed to be written and some poems were expanded with additional verses.

(2) The materials developed show that adequate linguistic materials can be prepared from the songs and poems.

(3) Short of the use of instruments which we could not test, the principle of rhythm, melody and actions has proved to be a definite aid to elementary language learning.

(4) A comparison in the classroom situation between the MLA materials and the materials developed for this research show that rhyme, rhythm and melody speed up the process of memorization and establish better pronunciation.

(5) Because of the short testing period, evidence beyond doubt is not presented, however, we conclude from the testing and observation that reading and writing do not cause such negative interference that they should be excluded as positive aids to the learning process.

The discussion of the assumptions can be summarized as follows:

(1) Pupils learn a song or poem faster than a dialog and over a short period of time are capable of recalling songs better than dialogs.

(2) Although very limited in structure and vocabulary, pupils are capable of making the transfer and saying short sentences and applying them to contexts outside the song.

(3) Our greatest success of integration into the curriculum was with music and arithmetic; social studies were also integrated to some extent through brief presentations and by answering questions about German speaking people and countries.

(4) German can be fun in both the materials and the learning process. We have evidence of it being fun outside the classroom as well. Cub Scouts sing the songs learned in school, Sunday school children teach their classmates a song of Thanksgiving in German, and younger brothers and sisters perform the songs learned at home from siblings in the German class. Granted that this is not scientific evidence, it can be evaluated as an indicator of the interest created in the children themselves.

In closing it should be stated that this method of foreign language teaching is possible not only for those highly gifted in music but also for those musically less endowed. I can in no way consider myself a musician, and without the learning tapes I would find it difficult to teach most songs. Perhaps the fact that I now can perform and teach more than a dozen songs is further evidence of the value of the method. Were it not for my wife and co-worker, this project would not have been, because she not only worked out the musical parts but collaborated in all other phases of the research as well.

Recommendations

We conclude that the results obtained warrant a further large scale investigation in which the materials would be tested by several teachers and different school systems. They should be taught to experimental groups and compared with control groups taught with conventional FLES materials. The project should last at least two years in order to permit comparison of results after the fourth grade.

We further recommend that a textbook, films to be used on educational television in which the presentation is made by German children, puppets and in natural situations filmed in German speaking countries be developed. Perhaps such teaching materials could combine the techniques of "Guten Tag"[17] and "Sesame Street".[18]

Further possibilities for research

Further research could be done on the influence of the peer group on the learning situation, the possibility of using this influence to develop a positive learning atmosphere, e.g., is the success of Sesame Street dependent on the adults or is its fascination the use of children and puppets?

It is usually possible to establish after several days of working with a class which pupils will develop a clear pronunciation. It would be interesting to analyse how this conclusion is reached in a short period of time. Does clear English pronunciation lead to clear German pronunciation?

It might be interesting to experiment with the use of rhyme, rhythm and melody on other levels of foreign language learning. A recent article on the teaching of French suggests that some time spent each session could be a means to better pronunciation.[19]

Footnotes

1 Mary Helen Richards, Threshold to Music (Palo Alto, Calif.: Fearon, 1964).

2 Modern Language Association, Beginning German in Grade Three (Darien, Conn.: Teachers Publishing Corporation, 1964).

3 Washington Elementary School and Wickersham Elementary School, Unified District 418, McPherson, Kansas.

4 Tom A. Lamke and M. J. Nelson, The Henmon-Nelson Tests of Mental Ability (Boston: Houghton Mifflin, 1960).
Form B of the test was used for this research.

5 Modern Language Association.

6 Olga Margita Bom, Deutsch für Kinder (1962)

7 William K. Pfeiler, Boyd G. Carter, and Margaret Johanna Dolezal, German for Children (Lincoln, Neb.: Johnson Publishing Company, 1956).

8 R. Schroeter, Ina und Udo (Frankfurt am Main: Verlag Moritz Diesterweg).

9 Alice Schlimbach, Kinder lernen Deutsch (München: Max Hueber Verlag, 1964).

10 Hedi Oplesch, Komm, Lach und Lerne (Robinsdale, Minn.: School Dist. 281, 1962).

11 Eugen and Anneliese Lupri and Lester W. J. Seifert, Wir lernen Deutsch (Madison: Univ. of Wisconsin, 1960).

12 Gladys C. Lipton, "To Read or Not to Read: An Experiment on the FLES Level," Foreign Language Annals, 3 (Dec. 1969), p.241.

13 William G. Moulton, The Sounds of English and German (Chicago: Univ. of Chicago Press, 1962), p. 12, 58.

14 Frank M. Grittner, Teaching foreign languages (New York: Harper and Row, 1969), pp. 132,133.

15 John B. Carroll and Stanley M. Sapon, Modern Language Aptitude Test - Elementary (New York: The Psychological Corp., 1967).

16 Leon Lessinger, Every Kid a Winner (New York: Simon and Schuster, 1970).

17 Rudolf Schneider, Guten Tag (Berlin and München: Langenscheidt KG, 1968).

This is a series of language films produced by the Bavarian Broadcasting Service in collaboration with the Goeth Institute in Munich.

18 Joan Cooney, Sesame Street (New York: National Educational Television).

This is a television series for children produced for NET.

19 Mary Techmeier, "Music in the Teaching of French," Modern Language Journal 53 (Feb. 1969) p. 96.

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Appendix A - Testing Results

The following chart shows that the mental ability rating and the language aptitude rating in these classes do not show a direct correlation. We were also unable to find a correlation between EMLAT and the pronunciation and comprehension percentages. According to the EMLAT manual, this test is designed to predict success in language learning, whereas the mental ability tests are not designed to for this rather special collection of abilities. The table includes the IQ score on the Henmon-Nelson mental ability test; the percentile rating on the EMLAT; and the percentage scored on the tests for pronunciation I, spoken; pronunciation II, singing; and comprehension.

CHART 3

Boys	Henmon-Nelson	EMLAT	Pron. I	Pron. II	Comp.	Girls	Henmon-Nelson	EMLAT	Pron. I	Pron. II	Comp.
E	131	95	83	100	90	E	136	85	87	100	90
C	131	70	73	82	90	C	130	97	98	100	50
E	124	70	68	90	70	E	125	85	93	100	100
C	120	80	85	88	80	C	128	65	73	96	90
E	120	70	77	100	60	E	124	85	90	98	90
C	118	65	68	84	60	C	122	25	80	100	70
E	119	85	83	96	50	E	122	65	98	94	90
C	114	65	72	90	70	C	121	70	85	94	90
E	118	90	83	98	100	E	121	85	87	100	80
C	109	60	70	92	80	C	120	45	68	96	90
E	108	35	70	94	40	E	120	60	88	100	90
C	108	60	67	84	60	C	117	30	73	100	40
E	103	55	70	96	50	E	118	70	97	96	100
C	104	10	90	90	70	C	116	30	73	100	80
E	102	10	55	86	50	E	115	60	65	98	80
C	99	50	60	84	40	C	112	40	82	98	50
						E	115	60	78	96	90
						C	113	55	87	100	90
						E	95	10	85	86	60
						C	98	30	80	100	30
						E	92	5	80	100	70
						C	89	3	63	100	30

E = experimental
C = control

E average mental ability 116
C average mental ability 114

E average EMLAT 62
C average EMLAT 50

E average pronunciation spoken 79.9 singing 96
C average pronunciation spoken 72.7 singing 92.6

E average comprehension 74.7
C average comprehension 66.8

Appendix B

Sample Tests

Pronunciation I - Spoken

Teacher: Guten Morgen. Wie heißt du?

Pupil:	Guten Morgen.	5	4	3	2	1
	Ich heiße _____.	5	4	3	2	1

Pupil was given an arithmetic problem to read in German.

1 + 2 = 3	eins und	5	4	3	2	1
	zwei ist	5	4	3	2	1
	drei	5	4	3	2	1
4 + 5 = 9	vier und	5	4	3	2	1
	fünf ist	5	4	3	2	1
	neun	5	4	3	2	1
6 + 2 = 8	sechs und	5	4	3	2	1
	zwei ist acht	5	4	3	2	1
7 + 3 = 10	sieben und	5	4	3	2	1
	drei ist zehn	5	4	3	2	1

Pronunciation II - Singing

Pupil was asked to sing the song, Eins, zwei, drei. (see appendix C)

fünf	5	4	3	2	1
acht	5	4	3	2	1
zehn	5	4	3	2	1
Guten	5	4	3	2	1
Wiedersehen	5	4	3	2	1
zwei	5	4	3	2	1
sechs	5	4	3	2	1
neun	5	4	3	2	1
Tag	5	4	3	2	1
Wiedersehen	5	4	3	2	1

Comprehension

+5

1.

X

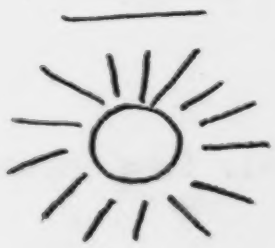
Teacher: Das ist ein Kind. _____

2. 2 7 8

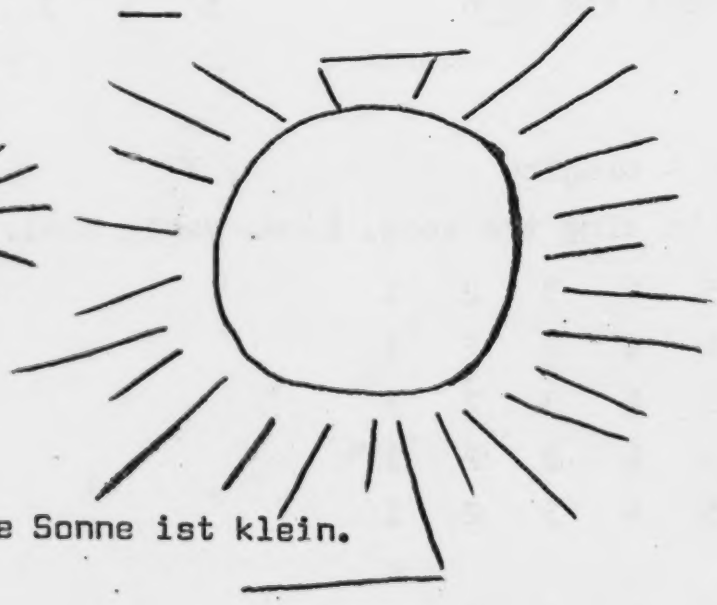
Teacher: 5 + 3 = __?

X

3.



X



Teacher: Die Sonne ist klein.

4. 2 3 9

Teacher: 6 - 3 = __?

X

5. 22

14
15
16

34
35
36

22
23
24

Teacher: vierunddreißig
fünfunddreißig
sechsunddreißig

X

22

Appendix C

Materials

G U T E N M O R G E N

G U T E N T A G

German

through

Rhyme, Rhythm, and Melody

23

CONTENTS

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Guten Morgen, Guten Tag	1
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Das ABC	8
Eins, zwei, drei	11
Laterne	16
Ich geh mit meiner Laterne	16
Fallendes Laub	22
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Der Herrgott läßt wachsen	31
Dankt dem Herrn	31
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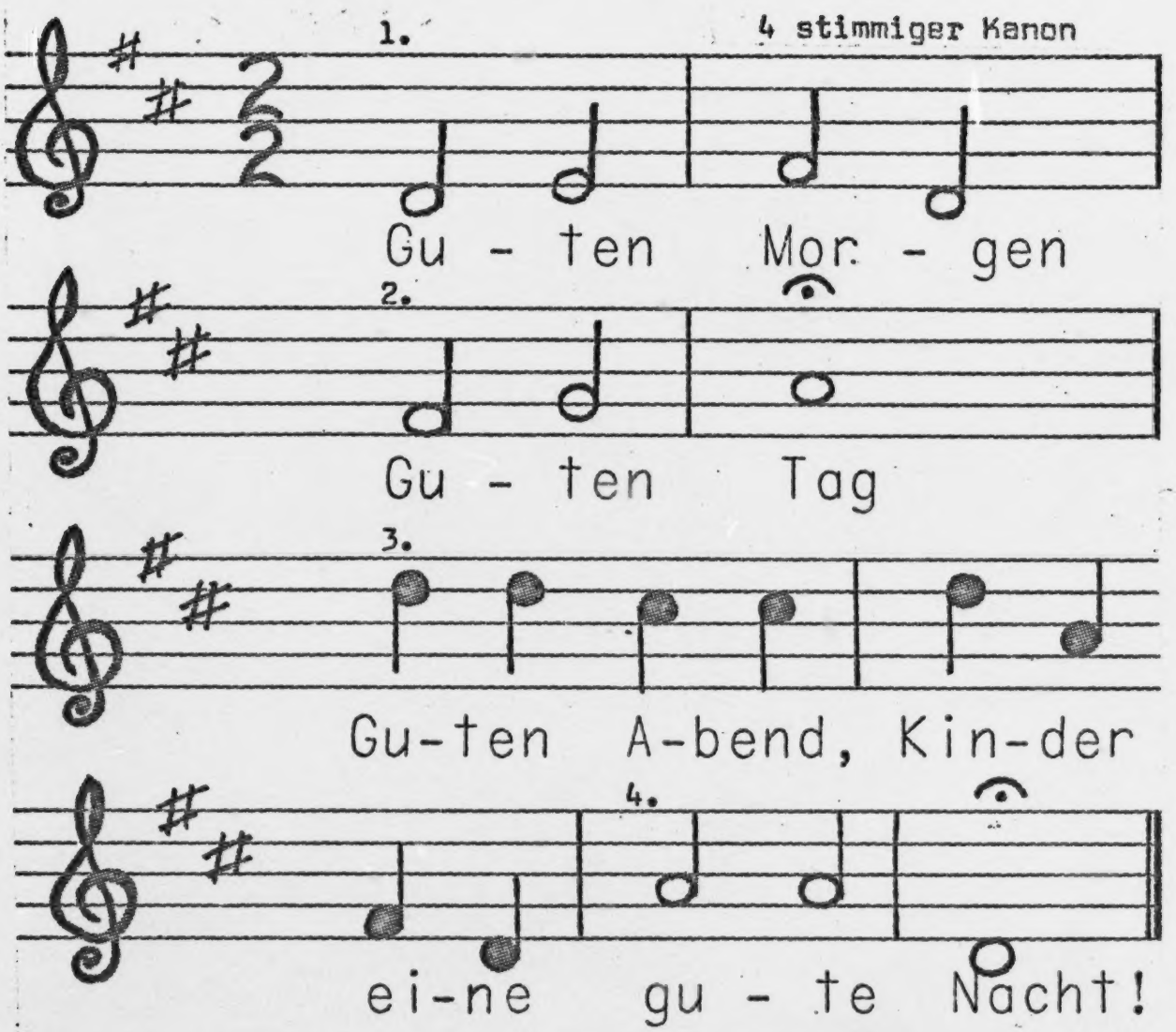
Komm, wir gehen nach Bethlehem	41

GUTEN MORGEN



Karl Gottlieb Hering (1776-1853)
(adapted)

* Schreibe ab!

Guten Morgen _____ _____

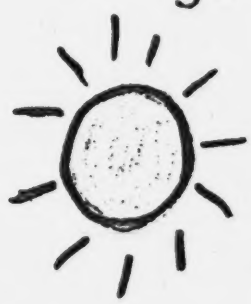
Guten Tag _____ _____

Guten Abend _____ _____

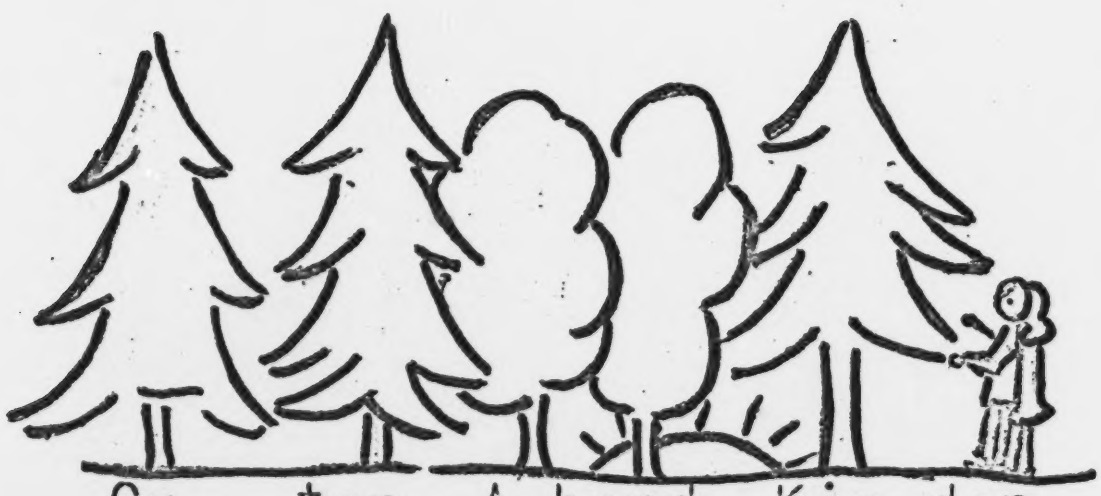
die Kinder _____ _____

Gute Nacht _____ _____

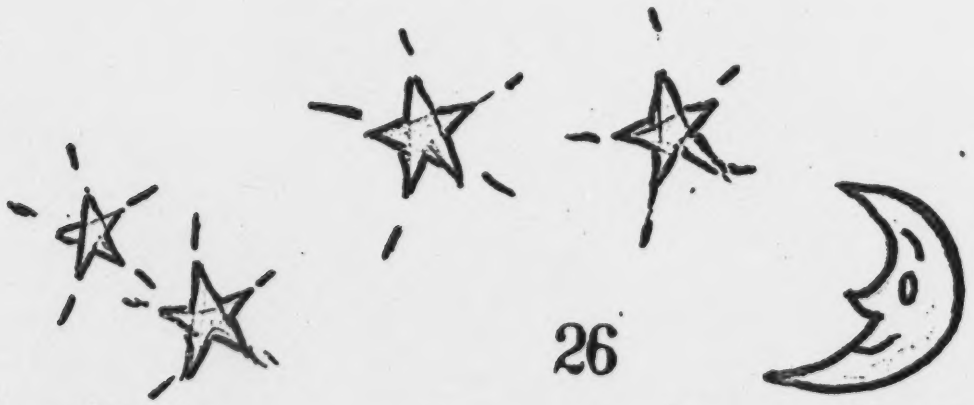
Gu - ten Mor - gen



Gu - ten Tag



Gu - ten A-bend, Kin-der



ei-ne gu - te Nacht!

NECKLIEDCHEN

Kinderweise

Sie heißt Sabina.
Er heißt Paul.
Sie ist fleißig.
Er ist faul.

* Schreibe ab!

Neckliedchen _____

Ich heiße Peter. _____ _____ _____.

Du heißt Paul. ____ _____ _____.

Ich bin fleißig. ____ ____ _____.

Du bist faul. ____ _____ _____.

Sie heißt Sabina. ____ _____ _____.

Er heißt Paul. ____ _____ _____.

Sie ist fleißig. ____ ____ _____.

Er ist faul. ____ _____ _____.

Schreibe ab! _____ ____!

Ich hei - Be Pe - ter,

du heißt Paul;

Ich bin flei - Big,

du bist faul!

* Lies!

Kasperle: Ich heiße Kasperle.
Wie heißt du?

Peter: Ich heiße Peter.
Guten Tag, Kasperle.

Kasperle: Heiße ich Kasperle?

Peter: Ja, du heißt Kasperle.

Kasperle: Heißt du Paul?

Peter: Nein, ich heiße Peter.

Kasperle: Heißt er Paul?

Peter: Ja, er heißt Paul.

Kasperle: Heißt sie Sabina?

Peter: Ja, sie heißt Sabina.

Kasperle: Wie heißt du?

Sabina: Ich heiße Sabina.
Wie heißt du?

Kasperle: Ich heiße Kasperle.

Kasperle: Bin ich fleißig?
Ja, ich bin fleißig.

Peter: Ist Kasperle fleißig?

Sabina: Ja, Kasperle ist fleißig.

Peter: Bin ich faul?

Sabina: Ja, du bist faul.

Kasperle: Ist Sabina faul?

Peter: Nein, sie ist fleißig.

Kasperle: Ist Peter fleißig?

Sabina: Nein, er ist faul.

Lies!

Guten Tag, Kinder. Wie heiße ich? Heiße ich Peter? Nein, ich heiße Kasperle. Kinder, heiße ich Paul? Nein, ich heiße Kasperle. Er heißt Paul. Ist Paul fleißig? Nein, er ist faul. Bist du faul? Nein, du bist fleißig. Ha! Ha! Ha!

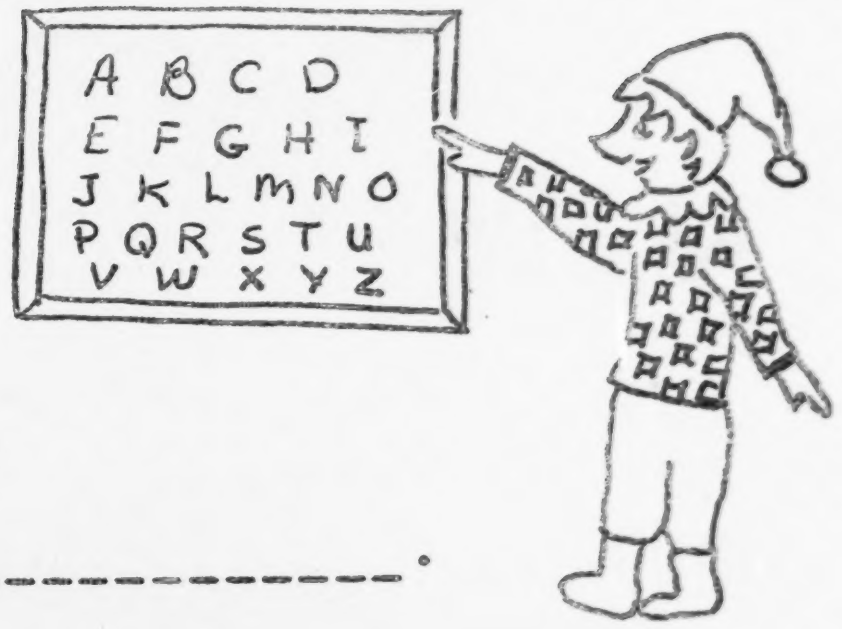
Das ABC

Y = Ypsilon

ß = sz

¨ = der Umlaut ä ö ü

Kasperle
liest das ABC.



* Schreibe ab!

Ich lese das ABC.

_____.

Du liest das ABC.

_____.

Sabine liest das ABC.

_____.

Sie liest das ABC.

_____.

Peter liest das ABC.

_____.

Er liest das ABC.

_____.

* Lies!

Ich lese das ABC. Hier ist das ABC.
A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,
T,U,V,W,X,Y,Z. Paul, hier ist das ABC.
Bist du fleißig, Paul? Liest du das ABC?
Sabine liest das ABC. Kasperle, liest
du das ABC? Nein, ich bin faul. Hahaha!

* Ergänze!

Abend	__bend
bist	__ist
ABC	AB__
du	__u
er	__r
faul	__aul
gute	__ute
heiße	__eiße
ich	__ch
ja	__a
Kinder	__inder
fleißig	f__eißig
Morgen	__orgen
Nacht	__acht
Morgen	M__rgen
Paul	__aul
QRS	__RS
hier	hie__
Sabine	__abine
Tag	__ag
und	__nd
VW	__W

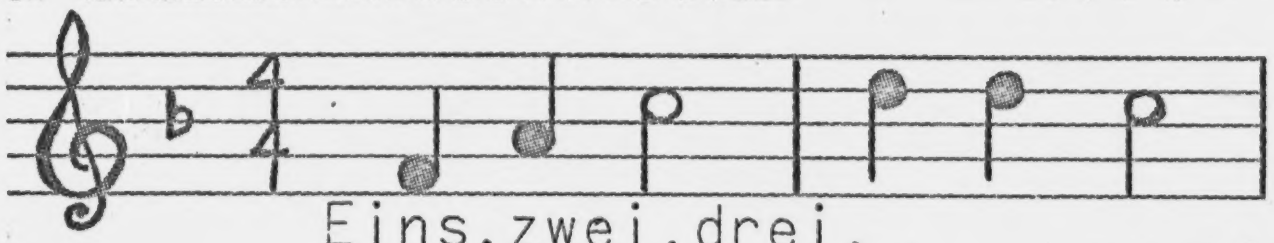
wie	__ie
X	__
Y	__
Z	__

* Schreibe ab!

juch-he

Das ist hier
das ABC.

Eins, zwei, drei



* Schreibe ab!

from the MLA Teacher's Guide
Grade Five

eins _____ zwei _____ drei _____

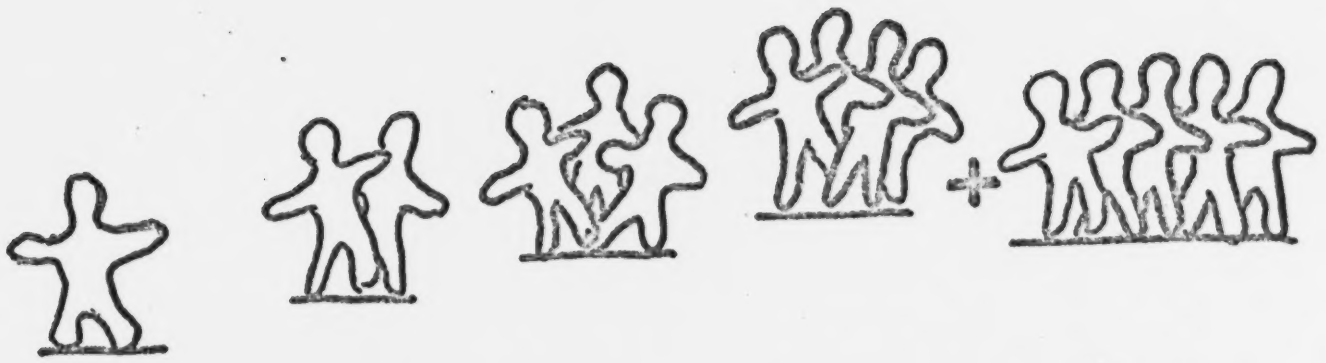
vier _____ fünf _____ sechs _____

sieben _____ acht _____

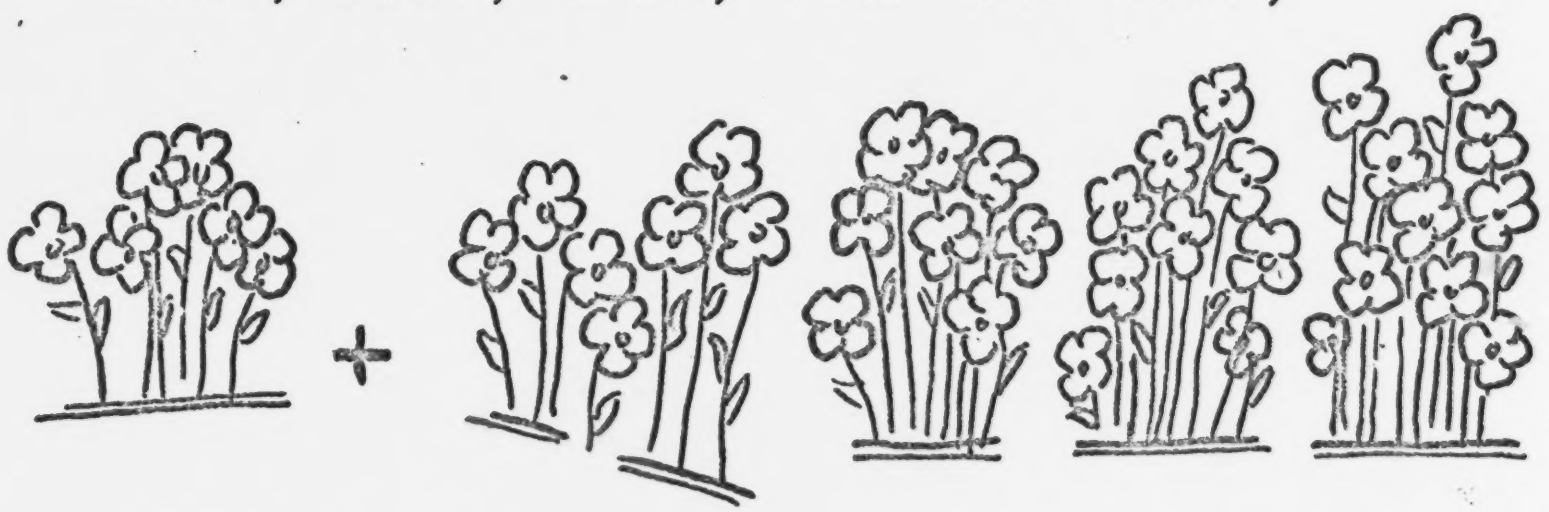
neun _____ zehn _____ und _____

Guten Tag _____ _____

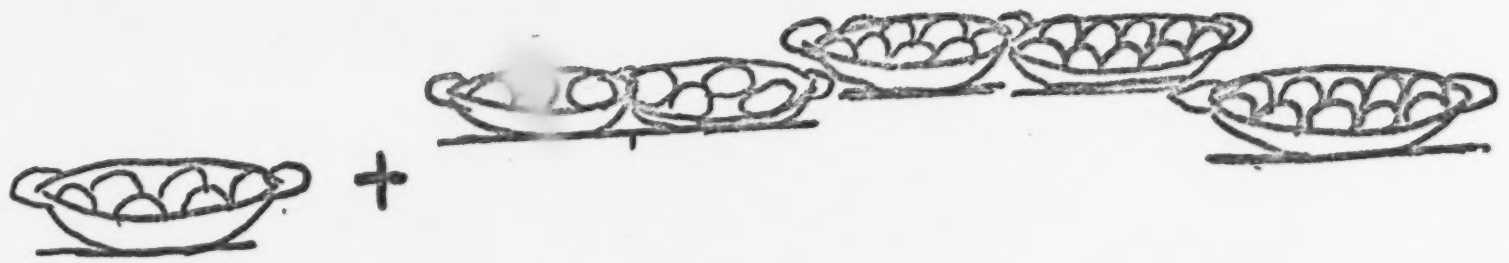
Auf wiedersehen! _____ _____



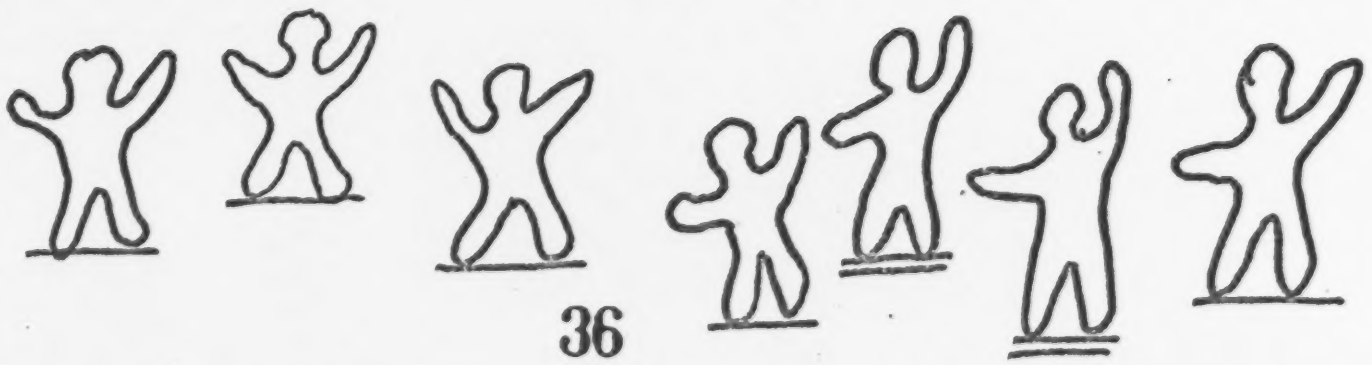
Eins, zwei, drei, vier und fünf,



sechs und sie-ben, acht, neun, zehn.



Sechs und sie-ben, acht, neun, zehn.



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Gu - ten Tag! Auf wie-der-sehen!

* Ergänze!

1	ein__	6	se____
2	__wei	7	s___ben
3	d__ei	8	a__ht
4	v___r	9	n___n
5	f__nf	10	z___n

* Lies und rechne!

Kasperle liest:

Eins und eins ist zwei.	1 + 1 = 2
Zwei und drei ist fünf.	2 + 3 = 5

5 + 5 = 10	2 + 7 = 9
3 + 5 = 8	6 + 3 = 10
6 + 1 = 7	4 + 4 = 8

Zwei weg eins ist eins.	2 - 1 = 1
Neun weg drei ist sechs.	9 - 3 = 6

10 - 5 = 5	8 - 2 = 6
5 - 3 = 2	9 - 2 = 7
8 - 7 = 1	9 - 5 = 4

Vier ist größer als zwei. $4 > 2$

Acht ist größer als sechs. $8 > 6$

$5 > 2$	$6 > 4$
$7 > 1$	$9 > 7$
$5 > 3$	$10 > 8$

Sechs ist kleiner als neun. $6 < 9$

Eins ist kleiner als zwei. $1 < 2$

$7 < 9$	$5 < 8$
$3 < 5$	$4 < 6$
$2 < 10$	$1 < 7$

$1 + 10 = 11$	elf	---------
$2 + 10 = 12$	zwölf	----------
$3 + 10 = 13$	dreizehn	----------
$4 + 10 = 14$	vierzehn	----------
$5 + 10 = 15$	fünfzehn	----------
$6 + 10 = 16$	sechzehn	----------
$7 + 10 = 17$	siebzehn	----------
$8 + 10 = 18$	achtzehn	" ----------
$9 + 10 = 19$	neunzehn	----------

* Lies!

Guten Tag, Kinder. Eins, zwei, drei, vier. Ich bin wieder hier.

Ich bin fleißig. Ich zähle: eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn. Bin ich fleißig? Ja!

Ich lese: zehn ist größer als sechs. Sieben ist größer als drei. Sieben ist kleiner als acht. Zwei ist kleiner als neun. Peter liest: zwei ist kleiner als eins. Oh, oh, oh, Peter. Nein, nein, nein! Zwei ist größer als eins.

Ich zähle: zehn, neun, acht, sieben, sechs, fünf, vier, drei, zwei, eins.

Fünf und zehn ist fünfzehn.

Auf Wiedersehen!

* Schreibe ab!

Ja _____

Nein _____

Zwei Kinder _____ _____

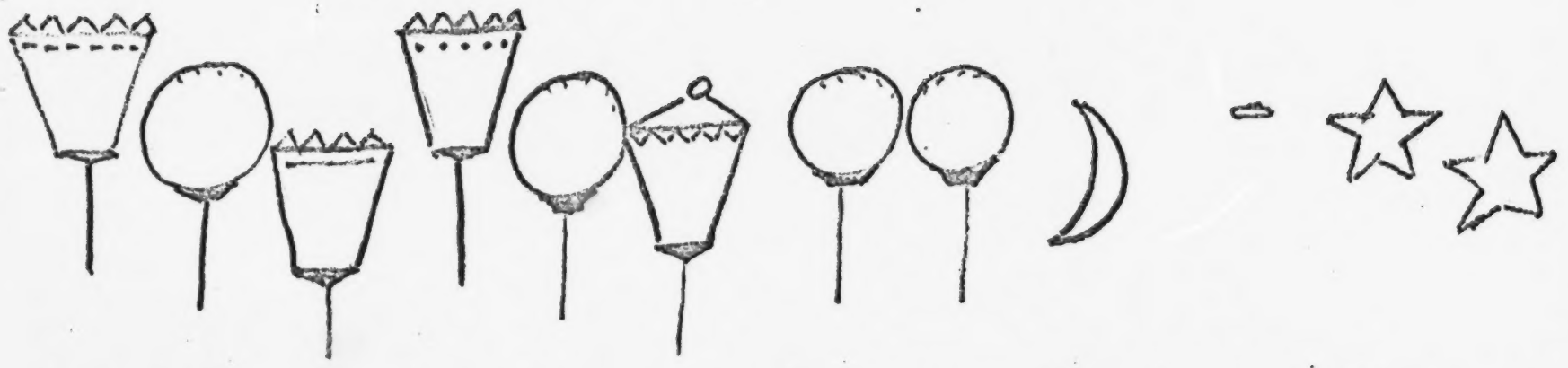
Laterne

Worte und Weise: volkstümlich

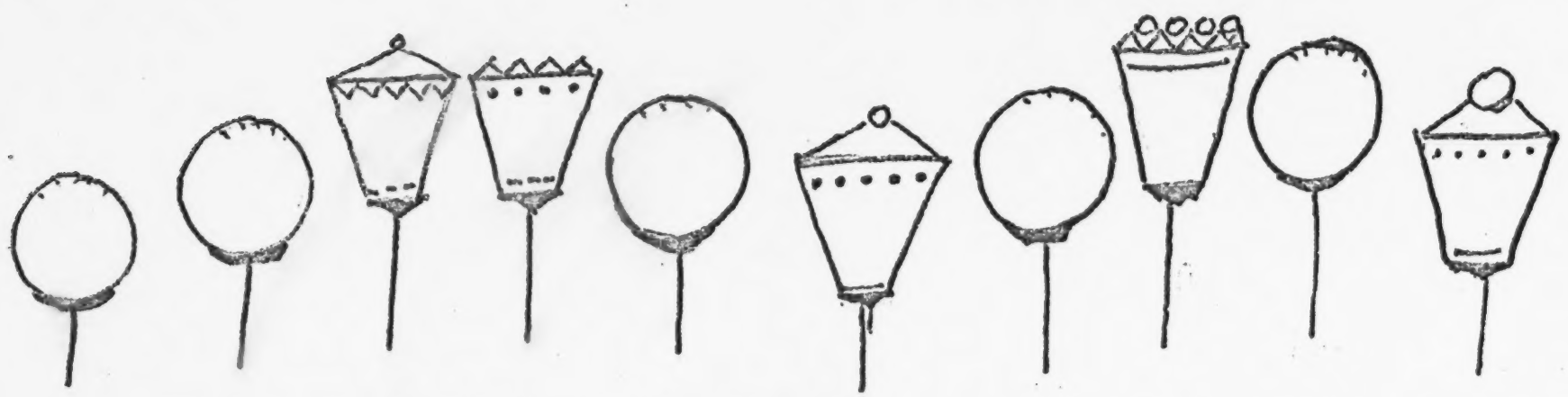
Ich geh mit meiner Laterne

Ich geh mit mei-ner La - ter - ne und mei-ne La -ter-ne mit mir.
Dort o -ben leuch-ten die Ster - ne und un-ten da leuch-ten wir.
Mein Licht ist aus, wir gehen nach Haus, ra-bim-mel, ra-bim-mel, ra - bum!

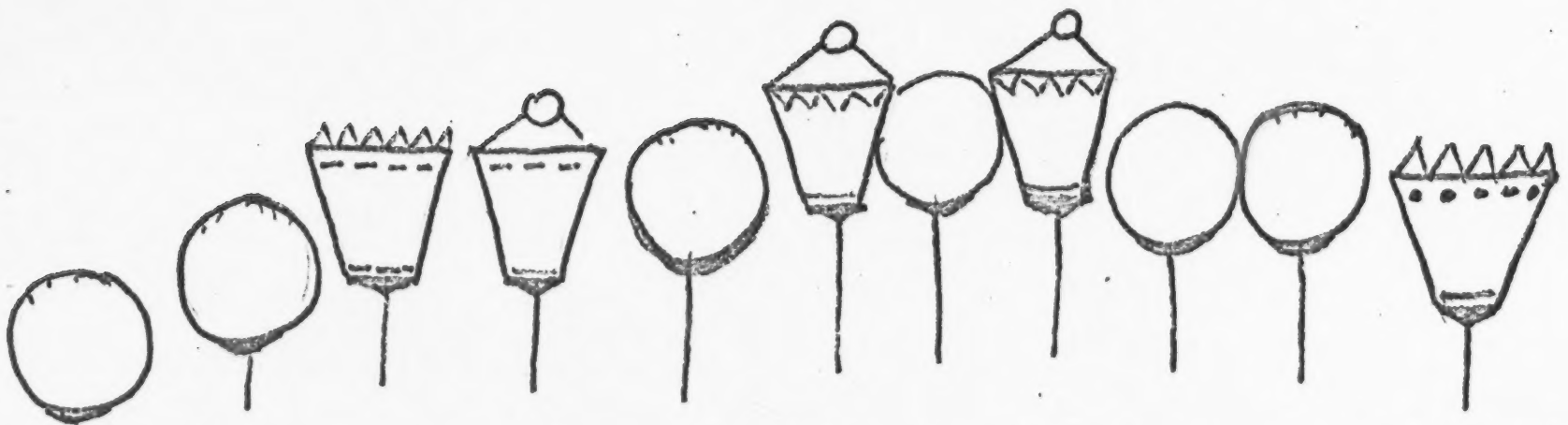
Worte und Weise: volkstümlich
in Norddeutschland (Hamburg)



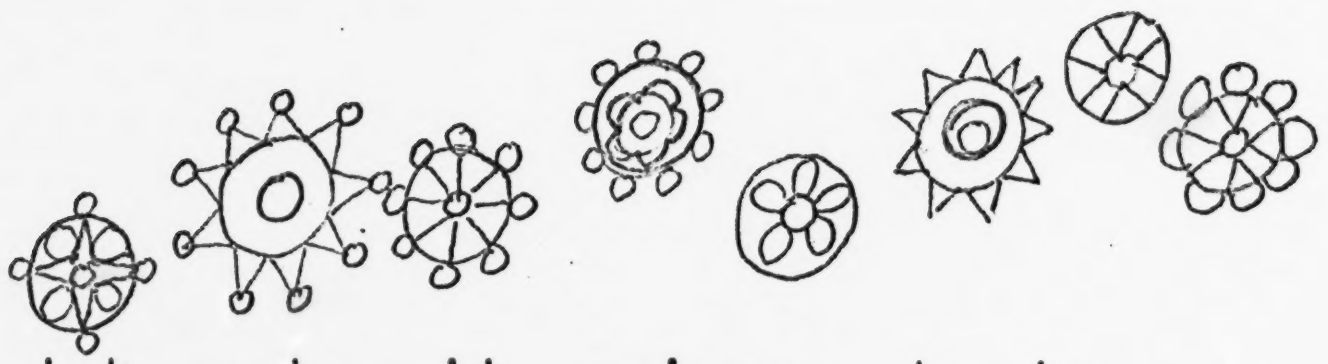
La-ter-ne, La-ter-ne, Son-ne, Mond und Ster-ne,



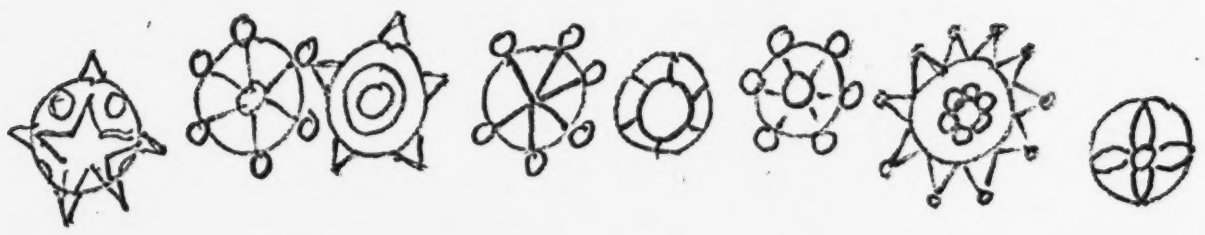
bren-ne auf, mein Licht, bren-ne auf, mein Licht,



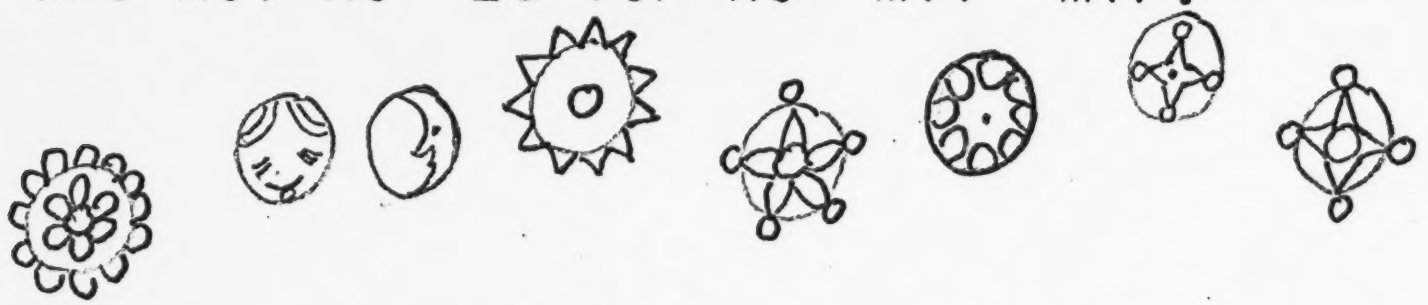
a - ber nur mei - ne lie-be La-ter-ne nicht!



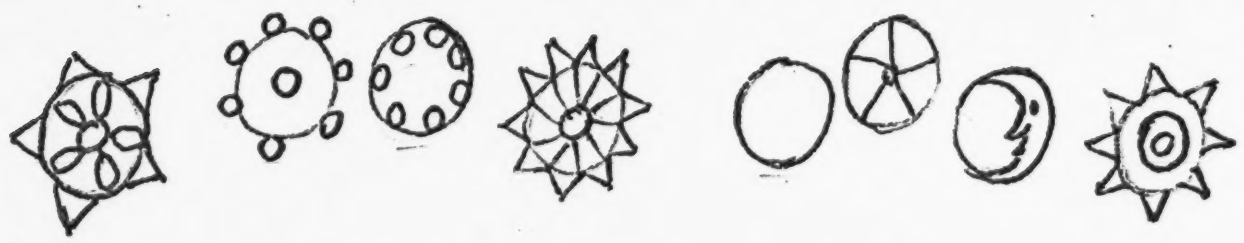
Ich geh mit mei-ner La-ter-ne



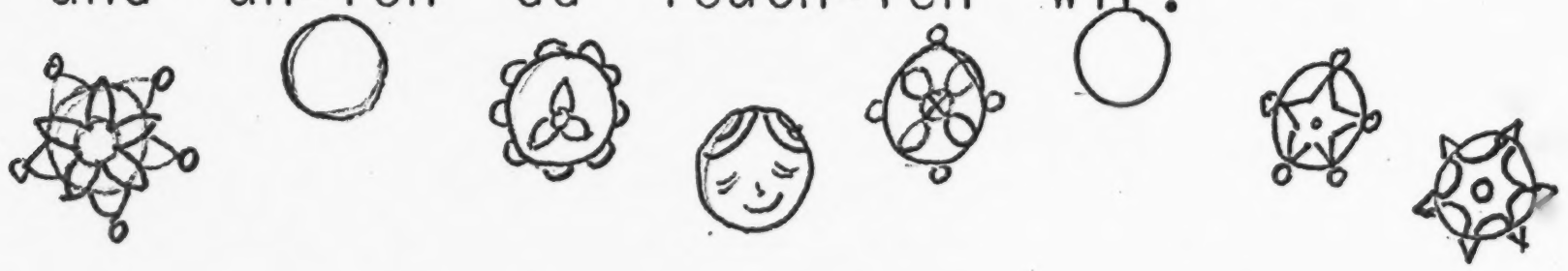
und mei-ne La-ter-ne mit mir.



Dort o-ben leuch-ten die Ster-ne



und un-ten da leuch-ten wir.



Mein Licht ist aus, wir gehen nach Haus,

ra - bim- mel, ra - bim - mel, ra - bum!

* Schreibe ab!

Laterne, Laterne,

_____, _____

Sonne, Mond und Sterne,

_____ , _____ _____ _____,

brenne auf, mein Licht,

_____ _____ , _____ _____,

aber nur meine liebe Laterne nicht!

_____ _____ _____ _____

_____ _____!

die Laterne _____ _____

die Sonne _____ _____

der Mond _____ _____

der Stern _____ _____

das Licht _____ _____

Ich heiße _____.

* Schreibe ab! 20

Ich gehe mit meiner Laterne

_____ _____ _____ _____ _____

und meine Laterne mit mir.

_____ _____ _____ _____ _____ °

Dort oben leuchten die Sterne

_____ _____ _____ _____ _____

und unten da leuchten wir.

_____ _____ _____ _____ _____ °

Mein Licht ist aus,

_____ _____ _____ _____ ,

wir gehen nach House,

_____ _____ _____ _____ ,

rabimmel, rabimmel, rabum!

_____ , _____ , _____ !

der Stern _____ _____

das Haus _____ _____ 20

* Lies!

Der Stern ist klein. *

Der Mond ist größer.

Die Sonne ist groß.

Der Stern ist kleiner als der Mond. * <

Der Mond ist kleiner als die Sonne.

Die Sonne ist größer als der Mond.

Der Mond ist größer als der Stern.

* Ergänze!

Ich geh__ nach Hause.

Du geh__ nach Hause.

Er geh__ nach Hause.

Sie geh__ nach Hause.

Wir geh___ nach Hause.

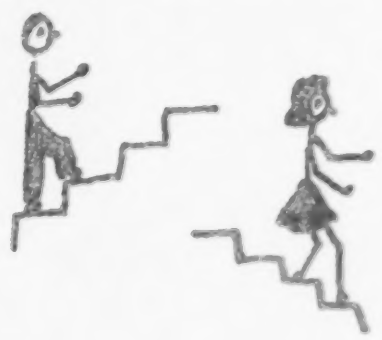
Peter geht mit mir. ____ geht mit mir.

Sabine geht mit mir. _____ geht mit mir.

Ich gehe mit dir. Du gehst mit mir.

* Lies!

Ich gehe nach oben.



Ich gehe nach unten.

du er Kasperle sie Sabine wir

* Lies!

Ich gehe mit dir. Du gehst mit mir.
Wir gehen zusammen.
Ich gehe mit dir nach House.
Du gehst mit mir nach House.
Wir gehen zusammen nach House.

Mein Licht brennt auf.
Mein Licht brennt aus.
Mein Licht ist aus.

* Lies die Geschichte!

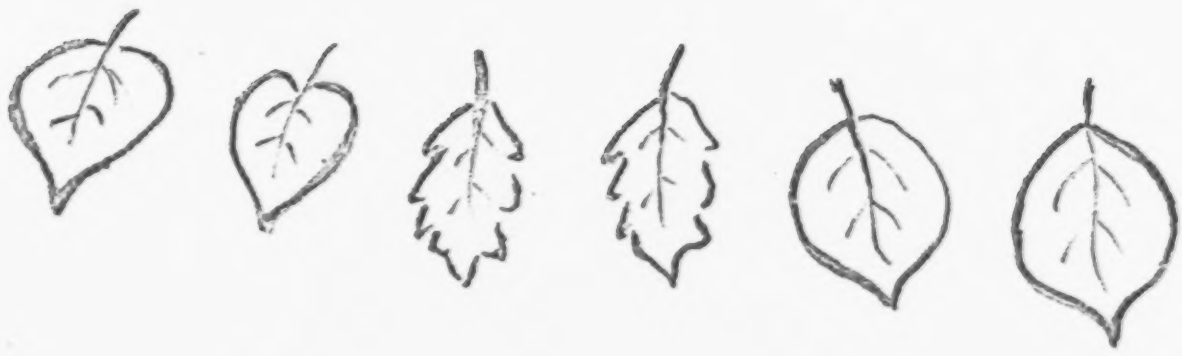
Guten Abend, Kinder. Ich heiße Koseerle.
Wie heißt du? _____ _____ _____
Hier ist meine Laterne. Meine Laterne
ist kleiner als Peters Laterne.
Peters Laterne ist größer als meine
Laterne. Der Mond und die Sterne
leuchten oben. Wir leuchten hier unten.
Mein Licht ist aus. Peter geht nach
House. Ich gehe nach House. Wir
gehen zusammen nach House. Gute Nacht!

Fallendes Laub

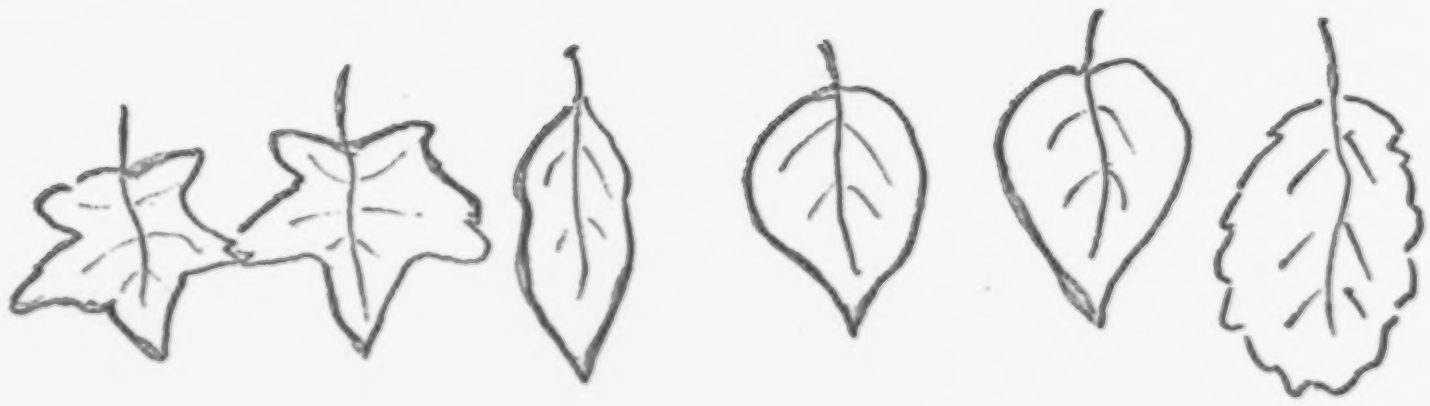
Volkstümlich

Falle, falle, falle,
gelbes Blatt, buntes Blatt,
bis der Baum kein Blatt mehr hat,
abgefallen alle.

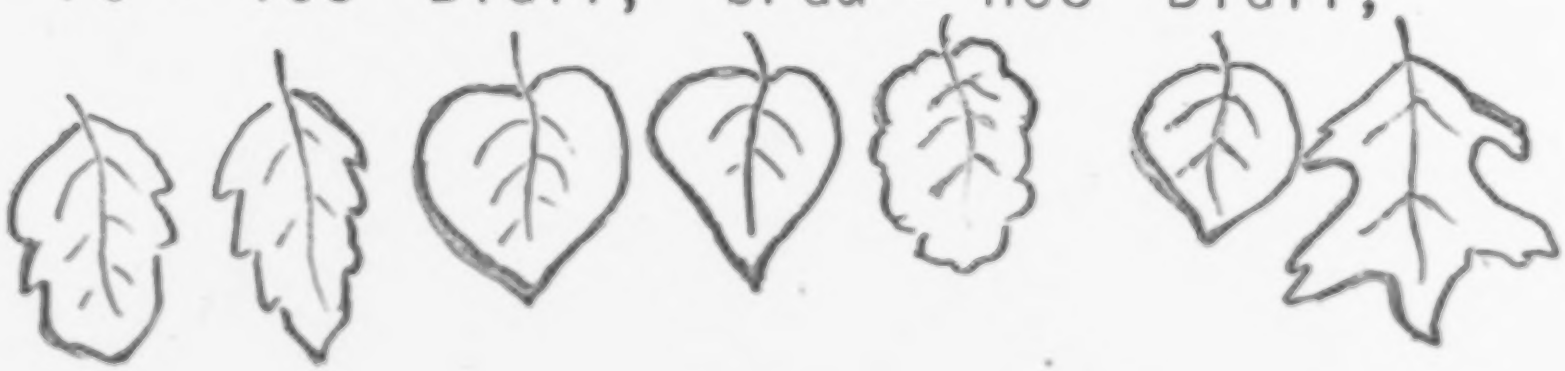
Falle, falle, falle,
großes Blatt, kleines Blatt,
bis der Baum kein Blatt mehr hat,
abgefallen alle.



Fal - le, fal - le, fal - le



ro - tes Blatt, brau - nes Blatt,



bis der Baum kein Blatt mehr hat,

ab - ge - fal - len al - le.

* Schreibe ab!

Falle, falle, falle,

_____ , _____ , _____,

rotes Blatt, braunes Blatt,

_____ _____ , _____ _____,

bis der Baum kein Blatt mehr hat,

___ ___ _____ _____ _____ _____ ___.

abgefallen alle.

_____ _____.

gelbes Blatt buntes Blatt

_____ _____ _____ _____

großes Blatt kleines Blatt

_____ _____ _____ _____

das Blatt ___ _____ bunt _____

die Blätter ___ _____ groß _____

der Baum ___ _____ klein _____

die Bäume ___ _____

rot ___ braun _____ gelb _____

25 A

* Lies!

Das Blatt ist rot.

Das Blatt ist braun.

Das Blatt ist gelb.

Das Blatt ist bunt.

Das Blatt ist groß.

Das Blatt ist klein.

Das ist ein rotes Blatt.

Das ist ein braun__ Blatt.

Das ist ein gelb__ Blatt.

Das ist ein bunt__ Blatt.

Das ist ein groß__ Blatt.

Das ist ein klein__ Blatt.

Ist das Blatt rot? Ja, das Blatt ist rot.

Ist das Blatt braun? Ja, ...

Ist das Blatt gelb? Ja, ...

Ist das Blatt bunt? Ja, ...

Ist das Blatt groß? Ja, ...

Ist das Blatt klein? Ja, ...

Ist das Blatt rot? Nein, das Blatt ist gelb.

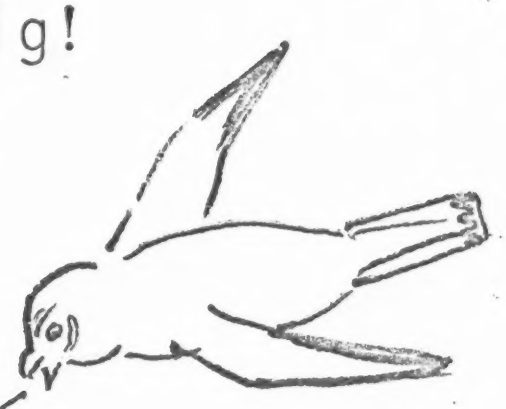
* Lies die Geschichte!

Guten Tag, Kinder. Ich heiße Kasperle.
Wie heiße ich? Ja, ich heiße Kasperle.
Ich gehe nach oben. Meine Laterne
ist oben. Meine Laterne ist bunt.
Ich gehe mit meiner Laterne nach unten.
Die Bäume sind bunt. Die Blätter fallen.
Der große Baum ist gelb. Der kleine
Baum ist rot. Der Baum hat kein Blatt
mehr. Die Blätter sind alle abgefallen.
Die Blätter sind unter dem Baum. Sie
sind rot, braun, gelb und bunt.
Auf Wiedersehen, Kinder. Ich gehe
wieder nach Hause.

Der große Baum ist gelb.
Der kleine Baum ist rot.
Der Baum hat kein Blatt mehr.
Die Blätter sind unter dem Baum.

*Ein Gedicht. Lerne auswendig!

Der Sperber fragt:



was machst du, Wachtel?

Was fragst du, Sperber?

sagt die Wachtel.

Der Vater fragt:

was machst du, Mutter?

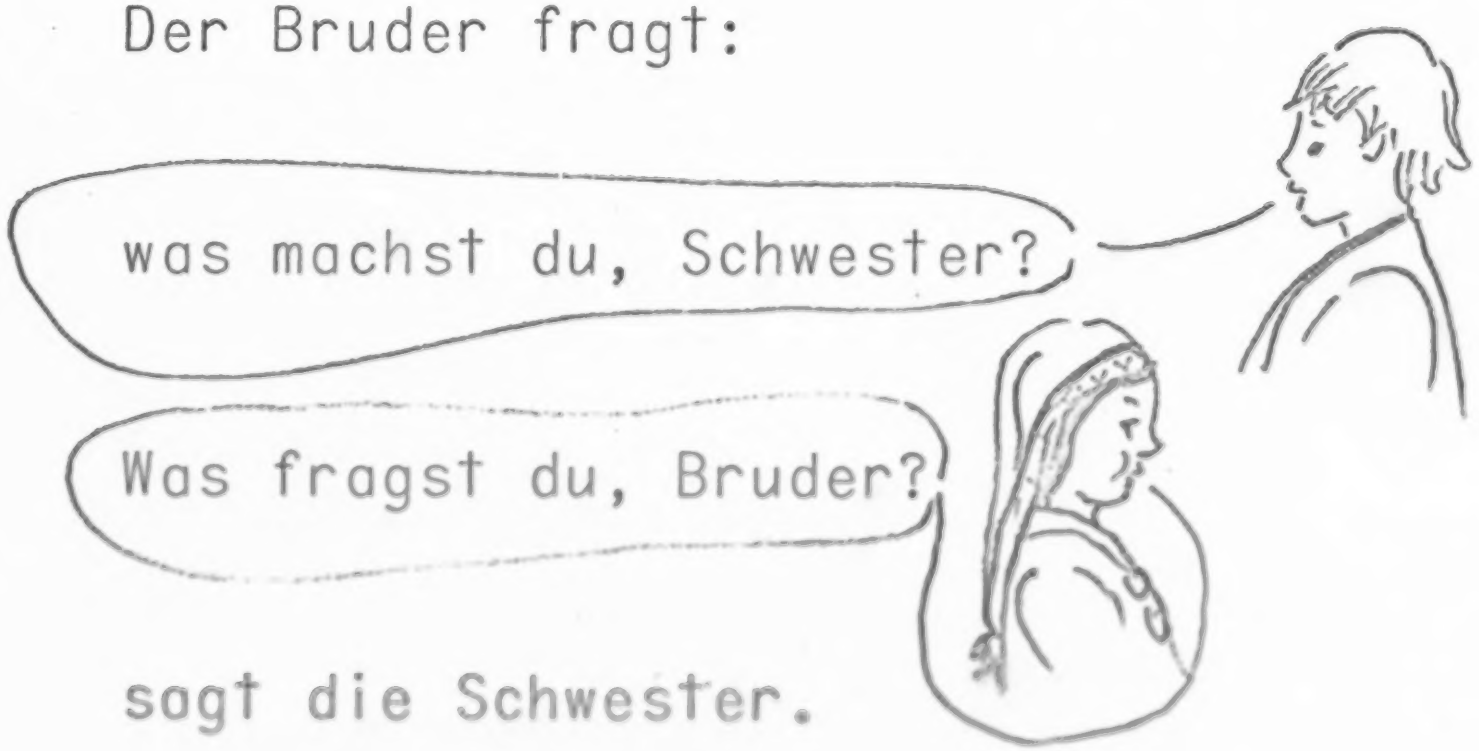
Was fragst du, Vater?

sagt die Mutter.

Der Opa fragt:

sagt die Oma.

Der Bruder fragt:



sagt die Schwester.

* Schreibe ab!

ein Gedicht _____ _____

Lerne auswendig _____ _____

Der Sperber fragt:

_____ _____ _____:

was machst du, Wachtel?

_____ _____ ____ _____?

Was fragst du, Sperber?

_____ _____ ____ _____?

sagt die Wachtel.

_____ _____ _____.

der Vater _____ _____

die Mutter _____ _____

der Opa ____ _____ die Oma ____ _____

der Bruder _____ _____

die Schwester _____ _____

* Schreibe ab!

Beispiel: zwanzig = 20 = zwanzig

elf = ------ = ----------

null = ------ = ---------

zwölf = ------ = ---------

zwanzig = ------ = ----------

dreizehn = ------ = ----------

neunzehn = ------ = ----------

fünfzehn = ------ = ----------

siebzehn = ------ = ----------

vierzehn = ------ = ----------

achtzehn = ------ = ----------

sechzehn = ----- = ----------

Oma = GroBmutter ------ = ----------

Opa = GroBvater ------ = ----------

Mutti = Mutter ---------- = ----------

Vati = Vater ---------- = ----------

* Ergänze

Ich heiß__ Peter.

Du heiß__ Paul.

Kasperle heiß__ Kasperle.

Wir heiß___ Schmidt.

Ich sag__ guten Tag.

Du sag___ guten Morgen.

Die Mutter sag__ gute Nacht.

Wir sag__ auf Wiedersehen.

Ich frag__: Wie heißt du?

Du frag___: Was machst du?

Kasperle frag__: Sind alle Kinder hier?

Wir frag___: Ist zwei mal zwei vier?

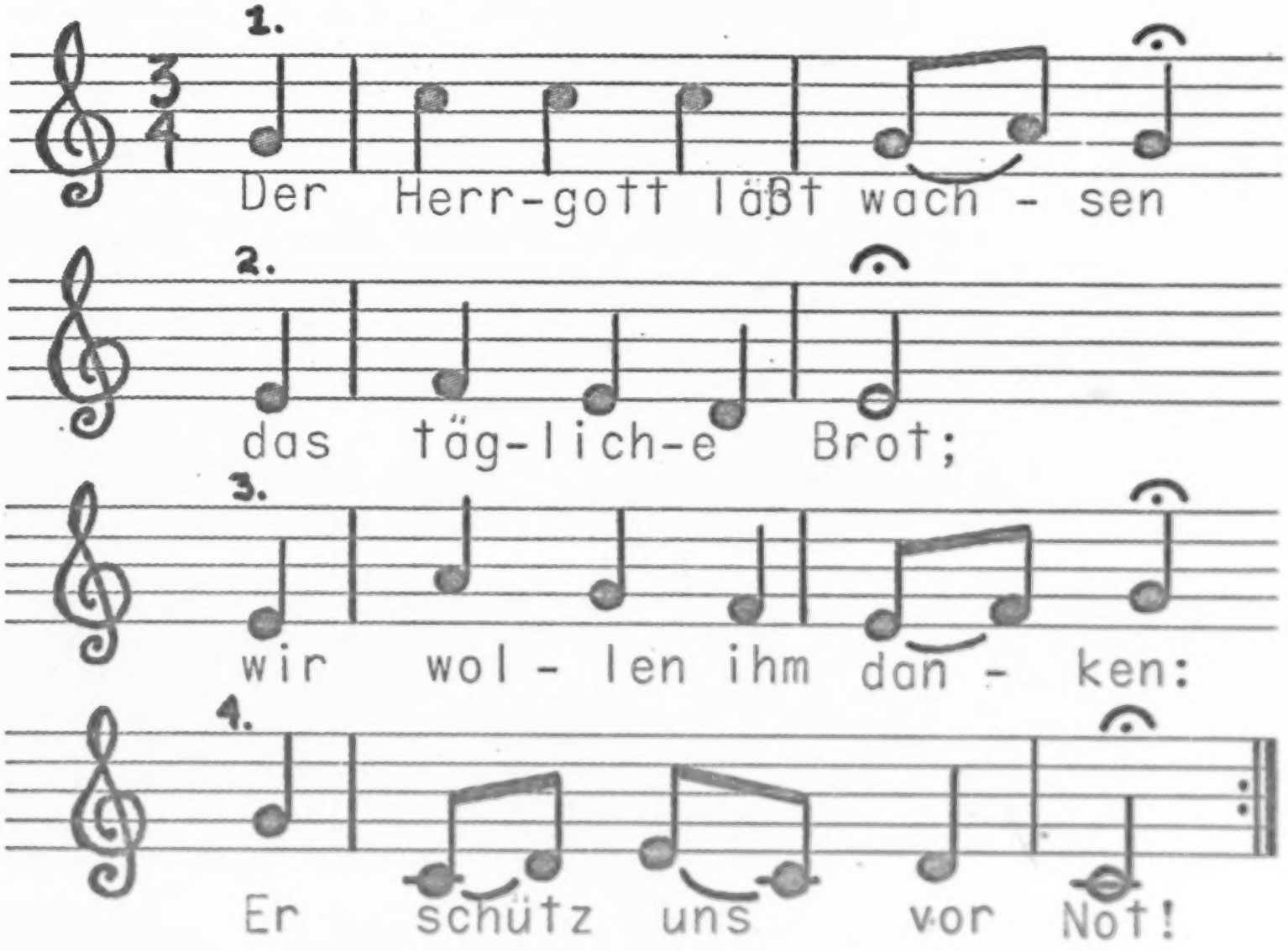
Ich schreib__ zwanzig.

Du schreib___ zweiundzwanzig.

Kasperle schreib__ null.

Wir schreib___ siebzehn.

Der Herrgott läßt wachsen



Dankt dem Herrn

Der Herr - gott läßt wach - sen

das täg - lich - e Brot:

wir wol - len ihm dan - ken

Er schütz uns vor Not!

Dankt dem Herrn für sei-ne Ga-ben!

A - men, a - men.

*Schreibe ab!

Der Herrgott läßt wachsen

---- ---------- ------- ----------,
das tägliche Brot;

---- ----------- --------;
wir wollen ihm danken:

---- -------- ----- ----------:
Er schütz uns vor Not!

--- --------- ----- ----- -----!

Dankt dem Herrn

------- ----- -------
für seine Gaben!

---- ------- --------
Amen, amen.

-------, -------.
der Herr _____ ______ das Brot ____ --------
der Gott ____ ------- die Gabe ____ -------
die Not ___ _____ die Gaben ____ ---------

* Ergänze!

Der Opa ist gut. Das ist ein guter Opa.
Der Mond ist groß. Das ist ein groß__ Mond.
Der Stern ist klein.
Das ist ein klein__ Stern.
Der Baum ist grün. Das ist ein grün__ Baum.
Die Oma ist fleißig.
Das ist eine fleißige Oma.
Die Nacht ist schwarz.
Das ist eine schwarz__ Nacht.
Die Sonne ist gelb. Das ist eine gelb__ Sonne.
Die Laterne ist bunt.
Das ist eine bunt_ Laterne.
Die Mutter ist lieb.
Das ist eine lieb_ Mutter.
Das Brot ist gut. Das ist ein gutes Brot.
Das Kind ist faul. Das ist ein faul__ Kind.
Das Licht ist gelb. Das ist ein gelb__ Licht.
Das Haus ist braun. Das ist ein braun__ Haus.
Das Blatt ist rot. Das ist ein rot__ Blatt.

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* Ergänze!

Ich will ihm danken. Wir wollen ihm danken.
Du willst ihm danken. Ihr wollt ihm danken.
Er will ihm danken. Sie wollen ihm danken.
Sie will ihm danken.

Ich will schreiben. Wir _____ schreiben.
Du _____ schreiben. Ihr _____ schreiben.
Er _____ schreiben. Sie _____ schreiben.
Sie ____ schreiben.

Ich will lesen. Wir _____ lesen.
Du _____ lesen. Ihr _____ lesen.
Er ____ lesen. Sie _____ lesen.
Sie ____ lesen.

Ich will singen. Wir _____ singen.
Du _____ singen. Ihr _____ singen.
Er ____ singen. Sie _____ singen.
Sie ____ singen.

Ich will gehen.
Ich will nach oben gehen.
Ich will nach unten gehen.

Advent

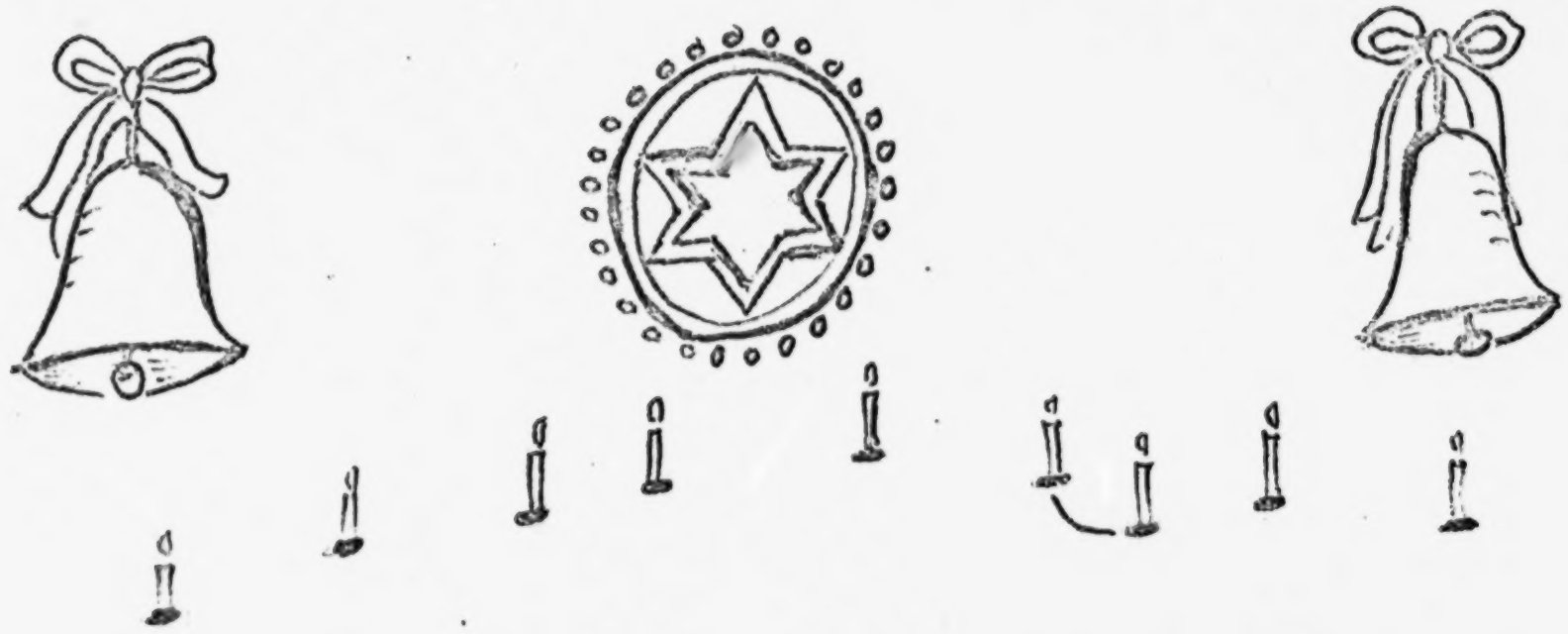
Volksgut

* Schreibe ab!

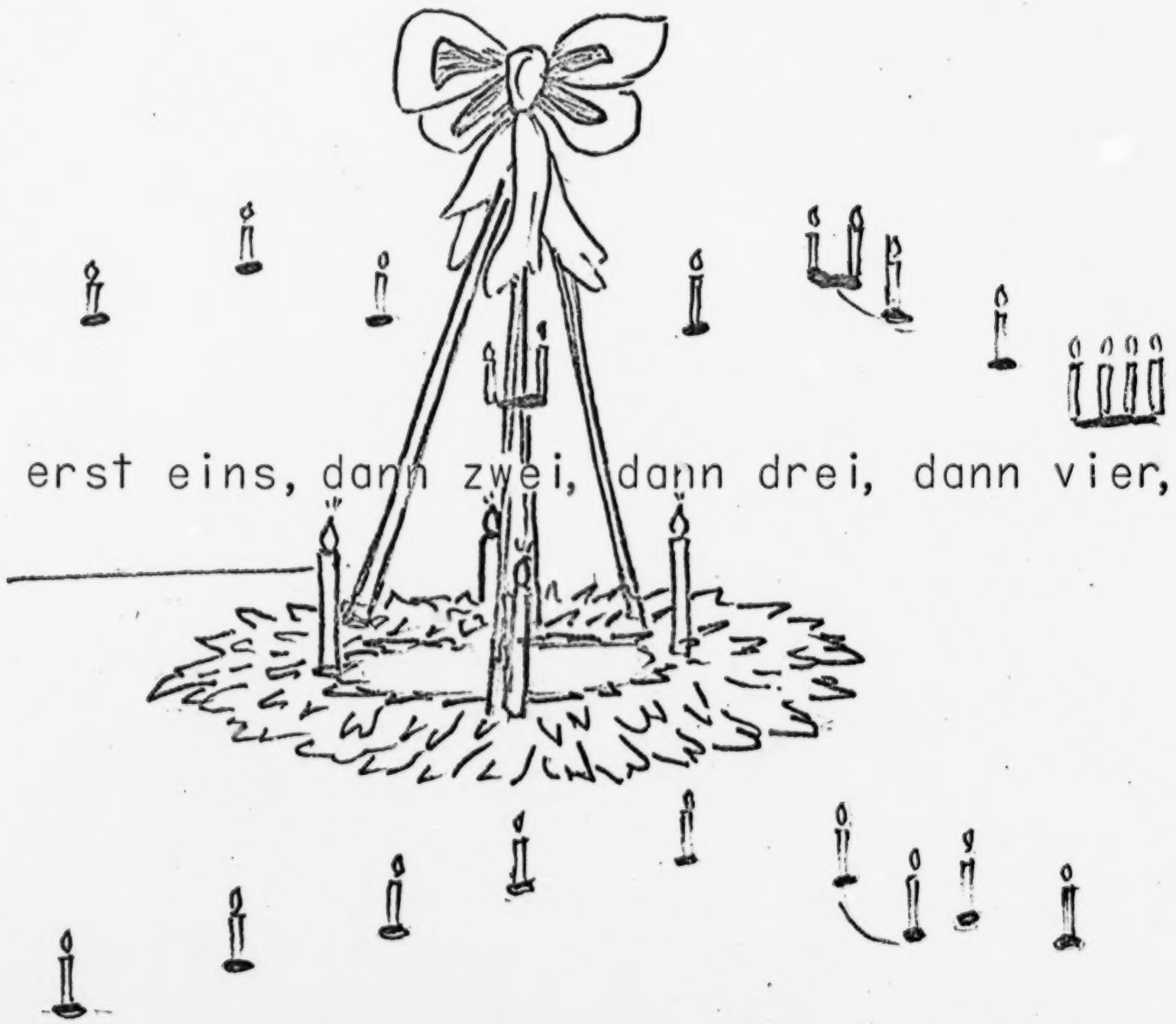
Advent, Advent _____, _____,
ein Lichtlein brennt, _____,
erst eins, _____ _____,
dann zwei, _____ _____,
dann drei, _____ _____,
dann vier, _____ _____,
dann steht das Christkind

_____ _____ _____ _____
vor der Tür.

_____ _____ _____.



Ad-vent, Ad-vent, ein Licht-lein brennt,



erst eins, dann zwei, dann drei, dann vier,

dann steht das Christ-kind vor der Tür.

*Schreibe ab!

der Advent _____ __________

die Tür _____ __________

das Licht _____ __________

das Lichtlein _____ __________

das Christkind _____ ______________

*Lies!

Ich stehe vor der Tür.
Du stehst vor der Tür.
Kasperle steht vor der Tür.
Er steht vor der Tür.
Die Oma steht vor der Tür.
Sie steht vor der Tür.
Das Christkind steht vor der Tür.
Es steht vor der Tür.
Wir stehen vor der Tür.
Ihr steht vor der Tür.
Vier Kinder stehen vor der Tür.
Sie stehen vor der Tür.

* Ergänze

Ich gehe nach Hause.
Du geh__ nach Hause.
Kasperle geh_ nach Hause.
Er geh_ nach Hause.
Die Oma geh_ nach Hause.
Sie geh_ nach Hause.
Das Christkind geh_ nach Hause.
Es geh_ nach Hause.
Wir geh__ nach Hause.
Ihr geh_ nach Hause.
Vier Kinder geh__ nach Hause.
Sie geh__ nach Hause.

* Lies

Der Opa fragt: wieviel ist 8 + 3?

Karl antwortet: 8 und 3 ist 11.

Der kleine Bruder sagt: 11 < 8.

Die Oma sagt: Nein, Hans, 11 > 8.

Die Schwester fragt: Mutti, ist zehn und elf einundzwanzig?

Die Mutti antwortet: Ja, mein Kind, 10 + 11 = 21.

Kasperle sagt: Rechne!

10 + 10 = ____	10 + 40 = ___	10 + 70 = ___
10 + 20 = ____	10 + 50 = ___	10 + 80 = ___
10 + 30 = ____	10 + 60 = ___	10 + 90 = ___

* Lies die Geschichte! 40

Kasperle: Kinder, haben wir Brot?

Kinder: Ja, Kasperle, wir haben ein Brot.

Kasperle: Gut, ich habe Hunger!
Habt ihr Hunger?

Kinder: Ja, wir haben Hunger!
Hier ist das Brot.

Kasperle: Danke für das Brot.
Ich gehe nach Hause.

Kinder: Nein, Kasperle. Geh nicht nach Hause. Dann haben wir kein Brot.

Kasperle: Was machen wir?
Wir haben 1, 2, 3, ... Kinder.
Wir haben alle Hunger.

Kinder: Das Brot ist groß.

Kasperle: Wir haben _____ Kinder und nur ein Brot.
Nein, das Brot ist zu klein.

Kinder: Was machst du, Kasperle?

Kasperle: Ich gehe nach Hause.
Danke für das Brot.
Auf Wiedersehen!

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